

CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR THEATRE



**Prepared by the
Indiana Department of Education
School Library Media Specialists' Leadership Cadre
Information Literacy Task Force Committee**

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INDIANA INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

The Indiana Department of Education, Office of Learning Resources, supports the need for the Indiana Academic Standards 2000 to address student library information literacy standards. Charged with this task, the School Library Media Specialists' (SLMS) Cadre Information Literacy Task Force Committee, a collaborative committee of members of the Indiana Department of Education's Technology Leadership School Library Media Specialists and the Association of Indiana Media Educators (AIME), developed a correlation document. It correlates to the Nine Information Literacy Standards developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) into Indiana's Academic Standards for Theatre.

A copy of this document, Correlation of the Information Literacy Standards and Indiana's Academic Standards for Theatre is available at www.doe.state.in.us/olr.

Purpose of the Correlation of Library Information Literacy Standards and Indiana's Academic Standards for Theatre

The mission of the school library program as stated in Information Power: Building Partnerships for Learning (1998) is to "ensure that students and staff are effective users of ideas and information."

The Correlation of the Information Literacy Standards and Indiana's Academic Standards for Theatre identifies the School Library Information Literacy Standards in the newly adopted Indiana's Academic Standards for Theatre. SLMS will use these standards to work cooperatively with the building principals, classroom teachers and other professional staff members to insure that student library information literacy standards are taught through a collaborative effort in all curricular areas.

Indiana Legal Requirements for School Library Media Program

The Indiana Administrative Code, 511 IAC 6.1-5.6 Media Program delineates the minimum requirements for a school library media program:

Sec. 6. All schools shall have a media program that is an integral part of the educational program. A licensed media specialist shall supervise the media program. Each school shall spend at least eight dollars (\$8) per student per year from its 222000 account to maintain its media program. (*Indiana State Board of Education; 511 IAC 6.1-5.6; filed Jan 9, 1989, 11:00 a.m.: 12 IR 1192*)

RELATIONSHIP BETWEEN READING IMPROVEMENT AND SCHOOL LIBRARY MEDIA PROGRAM

The direct relationship between reading improvement and an active school library media program staffed by a licensed professional librarian is substantiated by research studies released within the past two years in Colorado, Pennsylvania, and Alaska. [These published studies include: How School Librarians Help Kids Achieve Standards; the Second Colorado Study (April 2000); Information Empowered; The School Librarian as an Agent of Academic Achievement in Alaska Schools (1999); Measuring Up to the Standards; The Impact of School Library Programs and Information Literacy in Pennsylvania Schools (February 2000).]

A Study of the Differences Between Higher-and Lower-performing Indiana Schools, a study by NCREL commissioned by Superintendent of Public Instruction, Dr. Suellen Reed, was published in February 2000. The study reports one necessary component to increase student performance in lower-performing schools is to “increase student access to instructional and print materials in lower-performing schools, including regular and flexible access to a working library.”

In this context, a working school library with flexible access is open during the regular school hours, is staffed by a professional, licensed school library media specialist, and provides for open and easy access by individual students. Using best practices supports the use of collaboratively planned units involving the classroom teacher and the school library media specialist (SLMS). Dr. David V. Loertscher in Reinventing Indiana's School Library In the Age of Technology: A Handbook for Principals and Superintendents states that the library collection shall contain the “right materials for the right learners at the right time in every format available” to support curriculum and recreational reading needs. Through the use of Library Information Literacy Standards, teachers and SLMS work cooperatively to plan, teach, and assess the progress of students' learning.

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

Information Literacy

The student who is information literate

ILS 1: **accesses information** efficiently and effectively.

ILS 2: **evaluates information** critically and competently.

ILS 3: **uses information** accurately and creatively.

Independent Learning

The student who is an independent learner is information literate and

ILS 4: **pursues information** related to personal interests.

ILS 5: **appreciates** literature and other creative expressions of **information**.

ILS 6: strives for excellence in information seeking and knowledge generation (**generates knowledge**).

Social Responsibility

The student who contributes positively to the learning community and to society is information literate and

ILS 7: **recognizes the importance of information in a democratic society**.

ILS 8: **practices ethical behavior** in regard to information and information technology.

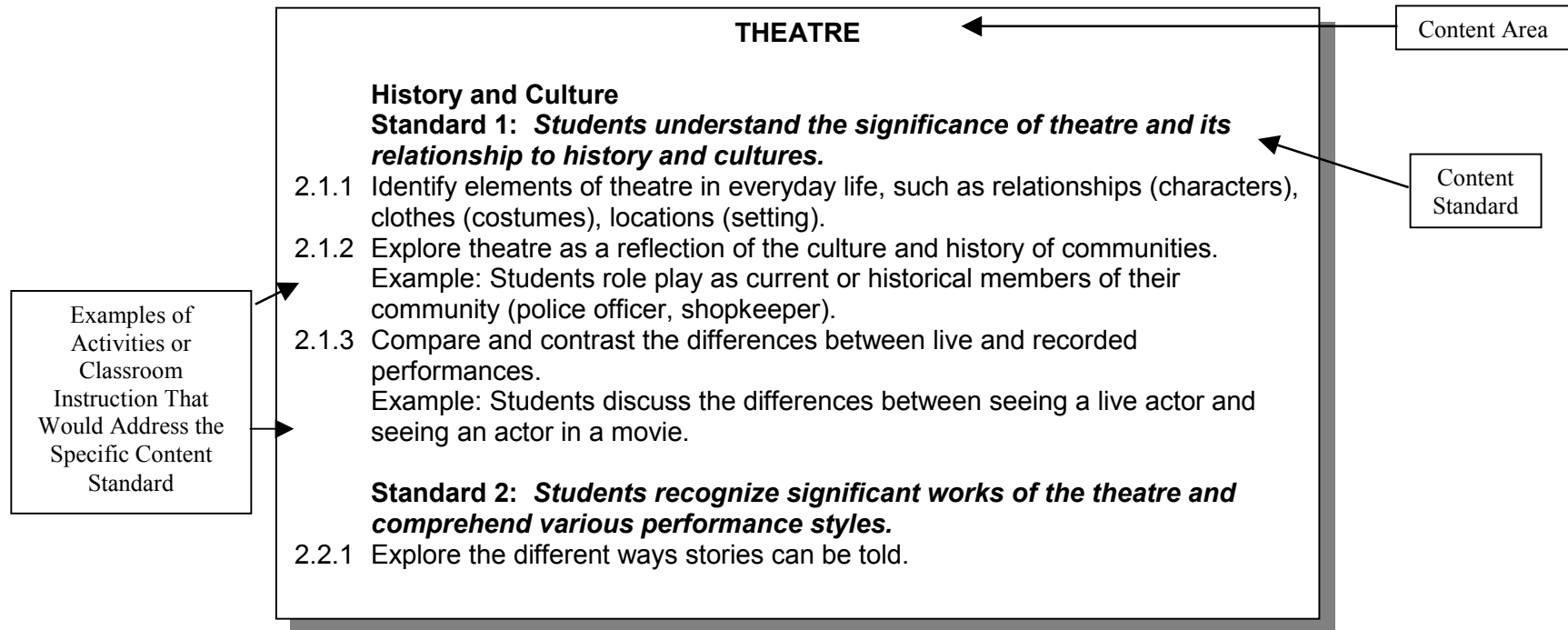
ILS 9: participates effectively in groups to pursue and generate information (**shares and collaborates**).

* **Bold face** on this page indicates shortened phrasing used in listing of Information Literacy standards in the Correlation of the Library Information Literacy Standards and Indiana's Academic Standards for Theatre.

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READING THE STANDARDS AT EACH GRADE LEVEL

Each of the Theatre Education Standards includes the following components to aid teachers in understanding and incorporating them into their instruction.



INDICATOR NUMBER	<p>CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR THEATRE</p> <p>Release date 2003</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Kindergarten									
	History And Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i> INSPIRE>Litfinder>Essay/Speech/Play Finder									
K.1.1	Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).	X	X	X	X		X	X	X	X
K.1.2	Recognize and discuss theatre as an expression and record of the human experience told through stories, songs, and dances.	X	X	X	X	X	X	X	X	X
K.1.3	Identify the many types of live presentations (film, television, and electronic technology) through history and culture.	X	X	X	X		X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i> INSPIRE>Litfinder>Essay/Speech/Play Finder									
K.2.1	Recognize and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.	X	X	X	X		X	X	X	X
	Analysis And Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i> INSPIRE>Litfinder>Essay/Speech/Play Finder									
K.3.1	Identify and describe the character, plot, and setting in stories.	X	X	X	X		X	X	X	X
K.3.2	Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.	X	X	X	X		X	X	X	X
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i> INSPIRE>Litfinder>Essay/Speech/Play Finder									
K.4.1	Make use of age-appropriate theatre vocabulary to critique what they see, hear, and understand. Example: Students respond to questions: "Did you understand the words, did the character make you laugh; what did the scenery make you think of?"	X	X	X	X		X	X	X	X
K.4.2	Speculate on the meaning of a performance. Example: Be nice to others.	X	X	X	X	X	X	X	X	X
	Standard 5: <i>Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.</i> INSPIRE>Kids Links>PBS Kids									
K.5.1	Respond to plays, stories, songs, fairy tales, fables, and nursery rhymes. Example: Through drawing, writing, and/or verbalizing, students express how the dramatization made them feel. INSPIRE>Kids Links>@rt Room	X	X	X	X	X	X	X	X	X

	Creative Process									
	Standard 6: <i>Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.</i>									
K.6.1	Dramatize stories by pretending (improvisation). INSPIRE>Kids Links>Great Web Sites for Kids>Favorite Children's Stories	X	X	X	X	X	X	X	X	X
K.6.2	Create and present original stories. Example: Students act out a birthday party.	X	X	X	X	X	X	X	X	X
K.6.3	Explore the use of sound effects and the voice to express character, feelings, and mood. Example: Give character voice to a puppet.	X	X	X	X	X	X	X	X	X
	Standard 7: <i>Students utilize imagination and research to design, and implement the elements of a visual environment.</i> INSPIRE>Kids Links>How Stuff Works Express>Get Real									
K. 7.1	Use classroom materials to create visual environments for creative play.	X	X	X	X	X	X		X	X
K.7.2	Use family, school, and community resources to gather information about the appearance of a specific environment. Example: Students utilize observations from a field trip to create a setting for play acting in the class room.	X	X	X	X	X	X	X	X	X
	Standard 8: <i>Students develop acting skills through observation, improvisation, and script analysis.</i> INSPIRE>Kids Links>PBS Kids>Mister Rogers>Neighborhood of Make Believe									
K.8.1	Observe and discuss the appearance and characteristics of people, creatures, and things.	X	X	X	X	X	X	X	X	X
K.8.2	Imitate or create people, creatures, or things based on observation.	X	X	X	X	X	X	X	X	X
K.8.3	Discuss stories to understand character relationships. INSPIRE>Kids Links>Great Web Sites for Kids>Favorite Children's Stories	X	X	X	X	X	X	X	X	X
	Careers and Community									
	Standard 9: <i>Students recognize a variety of theatrical careers.</i>									
K.9.1	Discover what actors do and find examples in the local community, film, or television.	X	X	X	X	X	X	X	X	X
	Standard 10: <i>Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.</i>									
K.10.1	Experience live theatre. Example: Visit a local theatre or invite high school actors to perform scenes or short plays.	X	X	X	X	X	X	X	X	X
	Integrated studies									
	Standard 11: <i>Students identify and make connections between theatre and other disciplines, such as language arts, social studies, humanities, science, and technology.</i>									
K.11.1	Use a dramatization to understand a concept from another discipline. Example: Students act out part of a story read to the class, such as <i>Goodnight Moon</i> , by Margaret Wise Brown.	X	X	X	X	X	X	X	X	X
	Standard 12: <i>Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.</i> INSPIRE>Kids Links>Imagination Factory									
K.12.1	Find other art forms used in theatre pieces.	X	X	X	X	X	X	X	X	X

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	Grade 1									
	History and Culture									
	Standard 1: Students understand the significance of theatre and its relationship to history and cultures. INSPIRE>Litfinder>Essay/Speech/Play Finder									
1.1.1	Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).	X	X	X	X		X	X	X	X
1.1.2	Recognize and discuss theatre as an expression and record of the human experience told through stories, songs, and dances.	X	X	X	X	X	X	X	X	X
1.1.3	List qualities of various types of live presentations (film, television, and electronic technology).	X	X	X						
	Standard 2: Students recognize significant works of the theatre and comprehend various performance styles. INSPIRE>Litfinder>Essay/Speech/Play finder									
1.2.1	Recognize and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.	X	X	X	X	X	X	X	X	X
	Analysis and Response									
	Standard 3: Students understand and analyze the dramatic structure of plays and performances. INSPIRE>Litfinder>Essay/Speech/Play finder									
1.3.1	Identify and describe the character, plot, and setting in stories.	X	X	X	X	X	X	X	X	X
1.3.2	Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.	X	X	X	X	X	X	X	X	X
	Standard 4: Students identify, develop, and apply criteria to make informed judgments about theatre. INSPIRE>Litfinder>Essay/Speech/Play Finder									
1.4.1	Make use of age-appropriate theatre vocabulary to critique what they see, hear, and understand. Example: Students could respond with, "The props were too small for me to see." "The character made me laugh."	X	X	X	X		X	X	X	X
1.4.2	Speculate on the meaning of a performance. Example: Students could respond with, "Drugs will make me sick."	X	X	X	X	X	X	X	X	X
	Standard 5: Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. INSPIRE>Kids Links>PBS Kids									
1.5.1	Respond to plays, stories, songs, fairy tales, fables, and nursery rhymes. Example: Through drawing, writing, and/or verbalizing, students express their reaction to the dramatization. INSPIRE>Kids Links>@rt Room	X	X	X	X	X	X	X	X	X

	Creative Process									
	Standard 6: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.									
1.6.1	Dramatize stories using improvisation and theatre games. INSPIRE>Kids Links>Great Webs Sites for Kids>Favorite Children's Stories	X	X	X	X	X	X	X	X	X
	Example: Students pretend a box is hot/cold/heavy/light/wet and improvise a different scene for each quality, such as "A boy crosses a street carrying a very heavy box. How does he get the box across the street?"									
1.6.2	Collaborate to create and present original stories.	X	X	X	X	X	X	X	X	X
	Example: Students act out a nursery rhyme or fable.									
1.6.3	Explore the use of sound effects and the voice to express character, feelings, and mood.	X	X	X	X	X	X	X	X	X
	Example: Students crumple paper to simulate the sound of fire.									
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment. INSPIRE>Kids Links>How Stuff Works Express>Get Real									
1.7.1	Use classroom materials to create visual environments for creative play	X	X	X	X	X	X	X	X	X
1.7.2	Use family, school, and community resources to gather information about the appearance of a specific environment.	X	X	X	X	X	X	X	X	X
	Example: Students create a floor plan of their classroom.									
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Kids Links>PBS Kids>Mister Rogers>Neighborhood of Make Believe									
1.8.1	Observe and discuss the appearance and characteristics of people, creatures, and things.	X	X	X	X	X	X	X	X	X
1.8.2	Imitate or create people, creatures, or things based on observation.	X	X	X	X	X	X	X	X	X
1.8.3	Discuss stories to understand and describe character relationships. INSPIRE>Kids Links>Great Web Sites for Kids>Favorite Children's Stories	X	X	X	X	X	X	X	X	X
	Careers and Community									
	Standard 9: Students recognize a variety of theatrical careers.									
1.9.1	Identify the various jobs people do in the theatre : actor, usher, box office attendant, stagehand, carpenter.	X		X	X		X			
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.									
1.10.1	Experience live theatre.	X	X	X	X	X	X	X	X	X
	Example: Visit a local theatre or invite high school actors to perform scenes or short plays.									
1.10.2	Discuss what makes theatre a unique activity.	X	X	X	X	X	X	X	X	X
	Integrated Studies									
	Standard 11: Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.									
1.11.1	Use a theatre technique to understand a concept from another discipline.	X	X	X	X		X			X
	Example: Use the classroom to map out the concept of cardinal directions (north, south, east, and west).									
	Standard 12: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. INSPIRE>Kids Links>Imagination Factory									
1.12.1	Describe the ways other art forms enhance a theatre piece.	X	X	X	X	X	X	X	X	X

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	Grade 2									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i> INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
2.1.1	Identify elements of theatre in everyday life, such as relationships (characters), clothes (costumes), locations (setting).	X	X	X	X		X	X	X	X
2.1.2	Explore theatre as a reflection of the culture and history of communities. Example: Students role play as current or historical members of their community (police officer, shopkeeper).	X	X	X	X	X	X	X	X	X
2.1.3	Compare and contrast the differences between live and recorded performances. Example: Students discuss the differences between seeing a live actor and seeing an actor in a movie.	X	X	X	X		X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i> INSPIRE>Litfinder>Essay/Speech/Play finder									
2.2.1	Explore the different ways stories can be told.	X	X	X	X	X	X	X	X	X
	Analysis and Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
2.3.1	Identify and describe the character, plot, and setting in stories. INSPIRE>Kids Links>Great Web Sites for Kids>Favorite Children's Stories	X	X	X	X		X	X	X	X
	Example: Students read a story and create a chronological list of all the events that occur in the story.									
2.3.2	Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.	X	X	X	X		X	X	X	X
2.3.3	Explore the use of sounds and the voice to express character, feelings, and mood. Example: A student may use a character voice to express a witch's laugh.	X	X	X	X	X	X	X	X	X
2.3.4	Create spontaneous dialogue to express feelings. Example: A student may respond with, "Leave my house you big, bad wolf!"	X	X	X	X	X	X	X	X	X
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i> INSPIRE>Kids Links>Games>Kids Play Town>Story Book									
2.4.1	Use age-appropriate theatre vocabulary to critique what they see, hear, and understand. Example: Students could respond with, "I couldn't understand the dialogue." "The character made me laugh." "The scenery made me think of the woods in summertime." Or "The fairy's costume was beautiful."	X	X	X	X		X	X	X	X
2.4.2	Speculate on the meaning of a performance of a play or story. INSPIRE>Litfinder>Essay/Speech/Play Finder	X	X	X	X	X	X	X	X	X
	Example: A student may respond with "Good triumphs over evil."									

	Standard 5: Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
2.5.1	Respond to stories and plays. What did you think? How did you feel? Should we go see more plays like this one?	X	X	X	X	X	X	X	X	X
	Example: Students express by writing and illustrating how the dramatization made them feel. A student might respond, "The wolf scared me because...."									
	Creative Process									
	Standard 6: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.									
2.6.1	Dramatize short stories using improvisation and theatre games.	X	X	X	X	X	X	X	X	X
	Example: Three students pretend they are at the zoo. Two of them are visitors, and one of them is a lion who lives there.									
2.6.2	Collaboratively improvise scenes based on personal experiences.	X	X	X	X	X	X	X	X	X
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment.									
2.7.1	Conceive and draw an imagined visual environment.	X	X	X	X	X	X	X	X	X
2.7.2	Arrange the classroom furniture to reflect the layout of a real place.	X	X	X	X	X	X			X
	Example: Students recreate the arrangement of their home living rooms.									
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis INSPIRE>Indiana Links>Arts, Music & Dance>Arts & Entertainment in Indiana									
2.8.1	Based on an observation of a person or animal, write a "behavior outline" describing specific movements and characteristics.	X	X	X	X	X	X	X	X	X
2.8.2	Through physical actions, depict a human or animal character	X	X	X		X	X	X	X	X
2.8.3	Read a short play and discuss the relationships and behaviors of its characters.	X	X	X	X	X	X	X	X	X
	Careers and Community									
	Standard 9: Students recognize a variety of theatrical careers. INSPIRE>Links>Jobs and Careers>Dictionary of Occupational Titles									
2.9.1	Identify the various jobs people do behind the scenes: light board operator, sound board operator, stage manager, stage hands.	X		X	X		X			
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the									
2.10.1	Experience live theatre	X	X	X	X	X	X	X	X	X
	Example: Visit a local theatre or invite high school actors to perform scenes or short plays.									
2.10.2	Identify local theatre activities and how they add to the life of the community. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana	X	X	X	X		X	X	X	X
	Example: Students visit a haunted house.									
	Integrated Studies									
	Standard 11: Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.									
2.11.1	Create a theatre piece that helps explain a relationship.	X	X	X	X	X	X	X	X	X
	Example: Students use a dramatization to depict the cause and effect relationship of weather and plant growth.									
	Standard 12: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.									
2.12.1	Use another art form to create a theatre piece.	X	X	X	X	X	X	X	X	X
	Example: Use movement to tell a story without words.									

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	Grade 3									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i> INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
3.1.1	Explore the ways people in the past have used performance or ritual to communicate. Example: Students discuss how Native Americans used ritual dance to communicate and preserve their culture.	X	X	X	X	X	X	X	X	X
3.1.2	Examine the dynamic relationship between community, culture, and the theatre. Example: Write and present a monologue representing a historical figure from the community.	X	X	X	X		X	X	X	X
3.1.3	Examine the value of theatre as a means of integrating history and culture.	X	X	X	X	X	X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i> INSPIRE>Litfinder>Essay/Speech/Play Finder									
3.2.1	Recognize the differences between literary forms such as prose or scripted plays.	X	X	X	X		X	X	X	X
3.2.2	Identify the various ways that a story could be performed. Example: Read The Lion King , then show and discuss how live performances of the Broadway musical, ice show, or movie differ from the book.	X		X	X		X		X	
	Analysis and Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
3.3.1	Identify and describe character, plot, theme, and setting in stories. INSPIRE>Kids Links>Great Web Sites for Kids>Favorite Children's Stories Example: Students outline and discuss all the ways time and place are communicated in a story.	X	X	X	X	X	X	X	X	X
3.3.2	Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions. Example: Students describe main character's goals or feelings.	X	X	X	X	X	X	X	X	X
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i> INSPIRE>Kids Links>Games>Kids Play Town>Story Book									
3.4.1	Use selected criteria to critique what they see, hear, and understand. Example: Students evaluate their reception of a performance; "I couldn't hear the dialogue," or "I liked it when the hero saved the little girl."	X	X	X	X		X	X	X	X
3.4.2	Speculate on the meaning of a performance. Example: Students apply personal values to a performance they've viewed; "I wouldn't have taken the bike without permission".	X	X	X	X	X	X	X	X	X

	Standard 5: Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
3.5.1	Recognize and respond to the unique qualities of the theatre experience. Example: Students work together to create a list of the benefits of seeing a live play, as opposed to seeing a movie or watching television.	X	X	X	X	X	X	X	X	X
	Creative Process									
	Standard 6: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.									
3.6.1	Dramatize stories using improvisation and theatre games. Example: Create action and dialogue for a scene that could take place the day after the story <i>The Three Little Pigs</i> .	X	X	X	X	X	X	X	X	X
3.6.2	Collaboratively improvise scenes based on personal experiences. Example: Act out a scene about being late for school.	X	X	X	X	X	X	X	X	X
3.6.3	Explore the use of sounds and the voice to express character, feelings, and mood. Example: Students select recorded music to set the mood for a story.	X	X	X	X	X	X	X	X	X
3.6.4	Create spontaneous dialogue to express feelings. Example: Students create a monologue that expresses how the wind feels when it loses the contest in <i>The Wind and the Sun</i> .	X	X	X	X	X	X	X	X	X
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment.									
3.7.1	Conceive and draw or write a description of an imagined visual environment. Example: Students highlight visual information in a script and include those elements in a painted backdrop.	X	X	X	X	X	X	X	X	X
3.7.2	Arrange the classroom furniture to reflect the layout of a real place. Example: Students recreate the arrangement of a dentist's office for a career play.	X	X	X	X	X			X	X
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
3.8.1	Based on an observation of a person or animal, create a character profile describing specific movements and characteristics. Example: Students describe a character such as "The large woman walks slowly".	X	X	X	X	X	X	X	X	X
3.8.2	Through physical actions, depict a human or animal character. Example: Students act out a scene of a baby bird learning to fly.	X	X	X		X	X	X	X	X
3.8.3	Read a play and discuss the relationships and behaviors of its characters. Example: Identify how the characters help the hero achieve his goals.	X	X	X	X	X	X	X	X	X
	Careers and Community									
	Standard 9: Students recognize a variety of theatrical careers. INSPIRE>Links>Jobs and Careers>Dictionary of Occupational Titles									
3.9.1	Discover what designers, directors, and playwrights do in the theatre.	X	X	X	X	X	X	X	X	X
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.									
3.10.1	Experience live theatre Example: Visit a local theatre or invite high school actors to perform scenes or short plays.	X	X	X	X	X	X	X	X	X
3.10.2	Discuss how theatre adds to community life.	X	X	X	X	X	X	X	X	X

	Integrated studies									
	Standard 11: <i>Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.</i>									
3.11.1	Create a theatre piece that integrates principles and ideals of American society.	X	X	X	X	X	X	X	X	X
	Example: Students depict the consequences of violating a seatbelt law.									
	Standard 12: <i>Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.</i>									
3.12.1	Incorporate two other art forms into the creation of a theatre piece.	X	X	X	X	X	X	X	X	X

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		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Grade 4									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i>									
4.1.1	Explore the unique way theatre can be used to understand the history of Indiana and its people. INSPIRE>Indiana Links>History	X	X	X	X	X	X	X	X	X
	Example: Dramatize a story poem by James Whitcomb Riley. INSPIRE>Litfinder>Poem Finder									
4.1.2	Trace the development of theatre in Indiana INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana	X	X	X	X		X	X	X	X
	Example: Discuss the role of folk tales, play parties, traveling players to the development of Indiana theatre.									
4.1.3	Examine the value of theatre as a means of integrating history and culture.	X	X	X	X	X	X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i> INSPIRE>Litfinder>Essay/Speech/Play Finder									
4.2.1	Discover the ways that Indiana heritage is preserved theatrically.	X	X	X	X	X	X	X	X	X
	Example: View video of <i>A Christmas Story</i> by Indiana writer Jean Shepherd. Compare and contrast story to contemporary Indiana towns.									
4.2.2	Explore the works of Indiana writers and playwrights. INSPIRE>Biography Resource Center	X	X	X	X	X	X	X	X	X
4.2.3	View examples of Indiana history and culture in performance.	X	X	X	X	X	X	X	X	X
	Example: Attend a parade									
	Analysis And Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
4.3.1	Discuss and classify character, plot, theme, and setting in stories. INSPIRE>Litfinder>Story Finder	X	X	X	X	X	X	X	X	X
	Example: Students classify plot as comedy or drama; fiction or nonfiction.									
4.3.2	Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.	X	X	X	X		X	X	X	X
	Example: Students describe changes in main character's goals or feelings.									
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i> INSPIRE>Indiana Links>Media>Indiana Online Newspapers>Indianapolis Star>Entertainment>Bonnie Britton									
4.4.1	Develop selected criteria to critique what they see, hear, and understand.	X	X	X	X		X	X	X	X
	Example: Students develop a checklist for the elements of good storytelling, such as plot, turning point, climax, etc.									

4.4.2	Speculate on the meaning of a performance. Example: A student may respond with "This play helped me choose not to smoke after seeing what happened to the main character."	X	X	X	X	X	X	X	X	X
4.4.3	Articulate what changes they would suggest in a performance. Example: A student might respond "It would be better if the character had a spotlight on his mask."	X	X	X	X	X	X	X	X	X
	Standard 5: Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
4.5.1	Recognize and respond to the unique qualities of the theatre experience. Example: Students describe by writing or verbally sharing with the class which character they would most like to model.	X	X	X	X	X	X	X	X	X
	Creative Process Standard 6: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.									
4.6.1	Create a short dramatic scene from narrative literature INSPIRE>Litfinder>Story Finder Example: Students create action and dialogue for the end of a story they've read.	X	X	X	X	X	X	X	X	X
4.6.2	Collaboratively improvise scenes based on relationships and social situations. Example: Students improvise short scenes indicating proper and improper behavior in the lunch line.	X	X	X	X	X	X	X	X	X
4.6.3	Investigate and create characters and plots from a variety of resources. Example: Students create a short scene based on an incident in the life of young Abraham Lincoln.	X	X	X	X	X	X	X	X	X
4.6.4	Explore the use of sounds and the voice to express character, feelings, and mood. Example: A student uses a character voice to represent a supernatural being.	X	X	X	X	X	X	X	X	X
4.6.5	Create spontaneous dialogue to express feelings. Example: A student creates a monologue that expresses a secret wish the character wants to share.	X	X	X	X	X	X	X	X	X
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment.									
4.7.1	Conceive, draw, and build a simple imagined environment. INSPIRE>Kids Links>@rt room>@rt Sparkers>Picture Your House Example: Students build a moveable set using card board boxes.	X	X	X	X	X	X	X	X	X
4.7.2	Apply research to the process of developing a simple, dramatic environment. Example: Students study and recreate the lighting of a room during Abraham Lincoln's time.	X	X	X	X	X	X	X	X	X
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
4.8.1	Observe skilled actors.	X	X	X	X	X	X	X	X	X
4.8.2	Create and present an age-appropriate character in a real-life situation. Example: Improvise the outcome of an assigned situation; "You just saw your favorite pen in a friend's book bag. What do you do?"	X	X	X	X	X	X	X	X	X
4.8.3	Read plays to examine character dynamics and relationships. INSPIRE>Litfinder>Essay/Speech/Play Finder Example: Read plays based on folklore, fairy tales, and mythology (such as <i>The Book of Greek Myths</i> or <i>The Crane Wife</i>) and discuss how the fictional characters reflect the lives of real people.	X	X	X	X		X	X	X	X

	Careers and Community									
	Standard 9: <i>Students recognize a variety of theatrical careers.</i> INSPIRE>Links>Jobs and Careers>Dictionary of Occupational Titles									
4.9.1	Identify various opportunities in theatre-related careers both on and offstage.	X		X	X		X			
	Standard 10: <i>Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.</i> INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
4.10.1	Take a backstage tour of a theatre	X	X	X	X	X	X	X	X	X
4.10.2	Analyze the theatrical nature of familiar Indiana cultural events.	X	X	X	X	X	X	X	X	X
	Example: Students visit Conner Prairie farm or the Festival of the Harvest Moon									
	Integrated Studies									
	Standard 11: <i>Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.</i>									
4.11.1	Create a theatre piece exploring human relationships. INSPIRE>Indiana Links>Media>Indiana Online Newspapers	X	X	X	X	X	X	X	X	X
	Example: Students collaborate on a script that emphasizes the importance of respect for others.									
4.11.2	Identify and compare similar concepts or principles found in theatre and another discipline.	X	X	X	X		X	X	X	X
	Example: Students compare the structure of a play to the human life cycle.									
	Standard 12: <i>Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.</i> INSPIRE>Links>Art & Music>Musicals 101									
4.12.1	Analyze the ways a live performance is enhanced by the integration of other art forms.	X	X	X	X	X	X	X	X	X

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	Grade 5									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i>									
5.1.1	Explore the connection between theatre history of North America and its people. INSPIRE>Indiana Links>History>Conner Prairie	X	X	X	X	X	X	X	X	X
	Example: Attend or read and see photos about the Feast of Hunter Moon and discuss the role of ritual drama in the culture of Native Americans									
5.1.2	Identify various theatrical practices throughout North American history.	X		X	X		X			
	Example: Discuss the ways various cultures in different regions used theatre as a means of expression.									
5.1.3	Examine the value of theatre as a means of integrating history and culture.	X	X	X	X	X	X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i>									
	INSPIRE>Litfinder>Essay/Speech/Play Finder									
5.2.1	Examine dramatic genres (comedy, tragedy, melodrama, and farce).	X	X	X	X		X	X		X
5.2.2	Observe a performance of musical theatre and discuss its American heritage.	X	X	X	X	X	X	X	X	X
	Analysis and Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
5.3.1	Classify and explain character, plot, theme, and setting in various stories. INSPIRE>Litfinder>Story Finder	X	X	X	X	X	X	X	X	X
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i>									
	INSPIRE>Indiana Links>Media>Indiana Online Newspapers>Indianapolis Star>Entertainment>Bonnie Britton									
5.4.1	Develop selected criteria to critique what they see, hear, and understand.	X	X	X	X		X	X	X	X
	Example: Students make a list of theatrical elements to analyze (performances, scenery, lighting, costumes, etc.)									
5.4.2	Speculate on the meaning of a performance.	X	X	X	X	X	X	X	X	X
5.4.3	Articulate what they would do differently in a performance.	X	X	X	X	X	X	X	X	X
	Example: A student responds, "the actor should not have turned his back; I couldn't see his facial expression."									
	Standard 5: <i>Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.</i>									
	INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
5.5.1	Recognize and respond to the unique qualities of the theatre experience.	X	X	X	X	X	X	X	X	X
	Example: A class debates the advantages/disadvantages of seeing live theatre versus seeing a movie.									

	Creative Process									
	Standard 6: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.									
5.6.1	Adapt prose into a short play. INSPIRE>Litfinder>Story Finder	X	X	X	X	X	X	X	X	X
	Example: Students write a script from a folk tale by assigning narration and dialogue.									
5.6.2	Investigate and create characters and plots from a variety of resources. INSPIRE>Kids Links>Great Web Sites for Kids>Expanding the Classics	X	X	X	X	X	X	X	X	X
	Example: Research customs and mannerism of courtly behavior in <i>Cinderella</i> .									
5.6.3	Explore the use of sounds and the voice to express character, feelings, and mood.	X	X	X	X	X	X	X	X	X
	Example: A student uses his or her voice to express how a character might sound when she is angry or afraid.									
5.6.4	Create spontaneous dialogue to express feelings.	X	X	X	X	X	X	X	X	X
	Example: Students create a dialogue that expresses how the characters feel in a conflict.									
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment. INSPIRE>Kids Links>@rt Room>@rt Sparkers>Map Your Community									
5.7.1	Study a play or story and then visualize, draw, and build a realistic theatrical environment.	X	X	X	X	X	X	X	X	X
	Example: Read the Pied Piper and build a simple set for the town of Hamelin.									
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
5.8.1	Interact with skilled actors	X	X	X	X	X	X	X	X	X
	Example: Engage an actor locally or via distance learning to discuss his or her work in a production.									
5.8.2	Create and present an age-appropriate character in a real-life situation.	X	X	X	X	X	X	X	X	X
	Example: Students develop a morality play about cheating in school.									
5.8.3	Read plays to examine character dynamics and relationships.	X	X	X	X		X	X	X	X
	Example: Students create an alternate ending to a play as a reflection of a change in relationships. (Cinderella runs off with the plumber.)									
	Careers and Community									
	Standard 9: Students recognize a variety of theatrical careers. INSPIRE>Links>Jobs and Careers>Occupational Outlook Handbook>Professional and Related>Artists and Related Workers									
5.9.1	Discover the skills needed to be an actor.	X	X	X	X	X	X	X		X
	Example: Meet an actor and discuss his/her work and career.									
5.9.2	Identify a wide variety of professions that use the talents and training of actors, such as voice-overs, commercials, amusement park entertainment, public relations.	X		X	X		X			
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. INSPIRE>Indiana Links>Art, Music & Dance>Arts and Entertainment in Indiana									
5.10.1	Observe a rehearsal or other behind-the-scenes activity of a local, professional, community, or high school play.	X	X	X	X	X	X	X	X	X

	Integrated Studies									
	Standard 11: <i>Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.</i>									
5.11.1	Create a theatre piece that explores a social issue. INSPIRE>Indiana Links>Media>Indiana Online Newspapers	X	X	X	X	X	X	X	X	X
	Example: Students collaborate on a script depicting the contrasting attitudes of the British and American colonists regarding the Stamp Act.									
5.11.2	Identify and compare similar concepts or principles found in theatre and another discipline, such as mathematics.	X	X	X	X		X	X	X	X
	Example: Students arrange the classroom symmetrically, then rearrange it asymmetrically.									
	Standard 12: <i>Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts.</i> INSPIRE>Links>Art & Music>Musicals 101									
5.12.1	Create a theatre piece by utilizing students' collaborative talents in each of the various arts.	X	X	X	X	X	X	X	X	X

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	Grade 6									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i>									
6.1.1	Explore how the roots of theatre began in ancient Greece and flourished through other eras and regions. INSPIRE>Links>Reference>Britannica.com>"Greek Theatre"	X	X	X	X	X	X	X	X	X
6.1.2	Identify the ways in which many cultures have used theatre to communicate ideas.	X		X	X		X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i>									
6.2.1	Identify historical periods and their theatrical styles.	X		X	X		X	X	X	X
	Example: Students list characteristics of Greek theatres and performance.									
	Analysis and Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
	INSPIRE>Litfinder>Essay/Speech/Play finder									
6.3.1	Explain the use of character, plot, and setting in classroom dramatizations and/or formal productions. Example: Students summarize a play's plot construction (rising action, climax, and resolution).	X	X	X	X	X	X	X	X	X
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i>									
	INSPIRE>Indiana Links>Media>Indiana Online Newspapers>Indianapolis Star>Entertainment>Bonnie Britton									
6.4.1	Develop criteria to critique what they see, hear, and understand. Example: Students critique scenery for the value of realistic presentation. "The scenery on the backdrop helps the setting appear real".	X	X	X	X		X	X	X	X
6.4.2	Speculate on the meaning of a theatrical production. Example: Students analyze how consequences of behavior are represented in the conclusion of a play.	X	X	X	X	X	X	X	X	X
	Standard 5: <i>Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.</i>									
	INSPIRE>Indiana Links>>Entertainment>Arts & Entertainment in Indiana									
6.5.1	Reflect on the qualities of the visual and aural production and how they create the viewer's reaction to the theatre experience. Example: A student responds: "In the celebration scene for the president, there were multicolored fireworks on the stage. The lighting, sound, and audience response created the quality of a festive occasion."	X	X	X		X	X	X	X	X
6.5.2	Compare the character's conflict or problems to the real life concerns of the audience. Example: Students describe how the conflict of jealousy in a period play relates to modern viewers.	X	X	X	X	X	X	X	X	X

	Creative Process									
	Standard 6: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.									
6.6.1	Improvise scenes from literature. INSPIRE>Litfinder>Story finder	X	X	X	X	X	X	X	X	X
	Example: Students create a short scene based on an incident in the novel <i>Treasure Island</i> .									
6.6.2	Write a scripted play based on a theme.	X	X	X	X	X	X	X	X	X
	Example: Students write a play that teaches a moral lesson about smoking.									
6.6.3	Explore the use of sounds and the voice to express character, feelings, and mood.	X	X	X	X	X	X	X	X	X
	Example: Students create a score of piano effects to create the mood for a scene.									
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment. INSPIRE>Litfinder>Story finder									
6.7.1	Study a play or story and visualize, draw, and build a simple realistic theatrical environment for it.	X	X	X	X	X	X	X	X	X
	Example: Students build wolf masks for a Russian folk tale play.									
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
6.8.1	Interact with a skilled actor in a collaborative exercise.	X	X	X	X	X	X	X	X	X
6.8.2	Write and perform dialogue for characters from familiar stories.	X	X	X	X	X	X	X	X	X
	Careers and Community									
	Standard 9: Students recognize a variety of theatrical careers.									
6.9.1	Discover the skills needed to be a playwright. INSPIRE>Links>Education>Dictionary of Occupational Titles	X	X	X	X	X	X		X	X
	Example: Meet a playwright and discuss his/her work and career.									
6.9.2	Identify a wide variety of professions related to playwriting, such as novelist, critic, journalist, promoter, poet, screenwriter	X		X	X		X			
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community.									
6.10.1	Volunteer to assist a theatre company (post flyers or posters, stuff envelopes, locate props) INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana	X		X	X	X	X	X	X	X
	Integrated Studies									
	Standard 11: Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.									
6.11.1	Create a theatre piece that states and supports a position.	X	X	X	X	X	X	X	X	X
	Example: Students collaborate to create a script emphasizing the importance of voting in a democracy.									
6.11.2	Identify and compare similar concepts or principles found in theatre and another discipline, such as civics and government.	X	X	X	X	X	X	X	X	X
	Example: Students create a hypothetical theatre company and decide who will serve as director, designer, producer, etc.									
	Standard 12: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. INSPIRE>Links>Art & Music>Musicals 101									
6.12.1	Incorporate multiple art forms to more effectively communicate ideas.	X	X	X	X	X	X	X	X	X

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	Grade 7									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i>									
7.1.1	Explore the impact of culture and tradition on Asian and African theatre. INSPIRE>Links>Reference>Brittanica.com>"Asian Theatre" or "African Theatre"	X	X	X	X	X	X	X	X	X
7.1.2	Describe and compare universal characters and situations in dramas from various cultures and periods. Example: Students read a Japanese folk tale (<i>Urishima Taro</i>) and relate it to a familiar western story or fable.	X	X	X	X	X	X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i>									
7.2.1	Distinguish among differences between western and non-western theatre. Example: View a video of Japanese Kabuki theatre and compare it to traditional American theatre.	X	X	X	X	X	X	X	X	X
7.2.2	Read excerpts from two non-Western plays and discuss their cultural contexts.	X	X	X	X	X	X	X	X	X
	Analysis and Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
7.3.1	Explore thematic and character elements of a play. Example: Students discuss how a character's response to a reversal of fortune causes his downfall.	X	X	X	X	X	X	X	X	X
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i> INSPIRE>Indiana Links>Media>Indiana Online Newspapers>Indianapolis Star>Entertainment>Bonnie Britton									
7.4.1	Use age-appropriate theatre vocabulary to critique and evaluate the effectiveness of theatrical productions.	X	X	X	X		X	X	X	X
7.4.2	Reflect on the quality of self and peer performances.	X	X	X		X	X		X	X
	Standard 5: <i>Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.</i>									
7.5.1	Understand the meaning of a theatrical production and evaluate its importance to the world and to themselves.	X	X	X	X		X	X	X	X
7.5.2	Compare the character's conflict or problems to the real life concerns of the audience. INSPIRE>Litfinder>Essay/Speech/Play finder	X	X	X	X		X	X	X	X
	Example: Students read <i>The Miracle Worker</i> and explore how the main character's life and circumstances resemble their own.									
	Creative Process									
	Standard 6: <i>Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.</i>									
7.6.1	Generate dialogue for a simple scene using improvisation. Example: Improvise a two-character scene where a student tries to convince another not to cheat.	X	X	X	X	X	X	X	X	X

7.6.2	Use fictional or non-fictional resources to create a short script. Example: Students write a short play based on a chapter from <i>The Hobbit</i> .	X	X	X	X	X	X	X	X	X
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment.									
7.7.1	Draw, write a description, or find images to convey a specific play's setting and mood.	X	X	X	X	X	X	X	X	X
7.7.2	Study a play or story, and visualize, draw, and create a simple theatrical environment for it. INSPIRE>Litfinder>Essay/Speech/Play Finder	X	X	X	X	X	X	X	X	X
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
7.8.1	Demonstrate basic stage movement. Example: Students learn to cross from downstage left to upstage right.	X		X			X			X
7.8.2	Observe human behavior and depict it through improvisation. Example: Show the class what you do when you are in a hurry.	X	X	X	X	X	X	X	X	X
7.8.3	Read plays to understand character relationships. INSPIRE>Litfinder>Essay/Speech/Play Finder	X	X	X						
	Careers and Community									
	Standard 9: Students recognize a variety of theatrical careers.									
7.9.1	Discover the skills needed to be a theatrical designer. INSPIRE>Links>Education>Dictionary of Occupational Titles	X	X	X	X	X	X	X	X	X
	Example: Meet a scenic or costume designer and discuss his/her work and career.									
7.9.2	Identify a wide variety of professions related to theatrical design, such as fashion designer, interior decorator, make-up artist, architect, engineer, electrician. INSPIRE>Links>Education>Dictionary of Occupational Titles	X		X	X		X			
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
7.10.1	Become familiar with a play and see a local production of it. Example: students read a synopsis of a play before seeing it.	X	X	X	X	X	X	X	X	X
	Integrated Studies									
	Standard 11: Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.									
7.11.1	Create a theatre piece that explores a controversial issue. INSPIRE>Indiana Links>Media>Online Newspapers	X	X	X	X	X	X	X	X	X
	Example: Students collaborate to create two scripts examining the issue of free trade from contrasting positions.									
7.11.2	Identify the ways theatre encourages cooperation in seeking solutions to mutual problems. Example: Students organize a system of ground rules and principles for a hypothetical theatre company.	X	X	X	X		X	X	X	X
	Standard 12: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. INSPIRE>Links>Art & Music>Musicals 101									
7.12.1	Utilize recorded or live theatre performances to analyze the integrated use of the arts. Example: Students see or attend a musical, opera, or ballet.	X	X	X	X	X	X	X	X	X

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	Grade 8									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i>									
8.1.1	Analyze theatre's depiction of early American history. INSPIRE>Litfinder>Essay/Speech/Play Finder	X	X	X	X		X	X	X	X
	Example: Students read and discuss <i>Abe Lincoln in Illinois</i> and analyze its portrayal of an historical figure.									
8.1.2	Explain and demonstrate how culture affects theatre performances and styles.	X	X	X	X	X	X	X	X	X
	Example: Students reflect on why a director would or would not choose to stage a modern-day version of Wilder's <i>Our Town</i> .									
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles.</i>									
8.2.1	Delineate the differences between melodramatic and realistic acting styles.	X	X	X						
8.2.2	Compare and contrast the dramatic style and form of melodramatic and realistic American plays.	X	X	X	X		X	X	X	X
	Analysis and Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
8.3.1	Scrutinize a character's actions and the consequences they create.	X	X	X	X		X	X	X	X
8.3.2	Examine how the plot and dialogue of a play contribute to its overall impact.	X	X	X	X		X	X	X	X
	Example: Students study Abe's "plain talk" in <i>Abe Lincoln in Illinois</i> .									
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i>									
8.4.1	Use age-appropriate theatre vocabulary to develop a rubric for critiquing and evaluating the effectiveness of theatrical productions. INSPIRE>Indiana Links>Media>Indiana Online Newspapers>Indianapolis Star>Entertainment>Bonnie Britton	X	X	X	X		X	X	X	X
8.4.2	Differentiate the strengths and weaknesses of self and peer performances.	X	X	X	X		X	X	X	X
	Standard 5: <i>Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance.</i> INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
8.5.1	Understand the use of technical elements of a production and evaluate their effect on the meaning of a production.	X	X	X	X		X	X	X	X
8.5.2	Apply a play's conflict or problems to the political and social concerns of the contemporary world.	X	X	X	X		X	X	X	X
	Creative Process									
	Standard 6: <i>Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.</i>									
8.6.1	Generate dialogue for a short scene using improvisation.	X	X	X	X	X	X	X	X	X
	Example: Improvise a two-character scene with a beginning, middle, and ending where a student tries to convince another not to cheat.									
8.6.2	Use fictional or non-fictional sources to create a short script.	X	X	X	X	X	X	X	X	X

	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment.									
8.7.1	Draw or find images appropriate to a specific play's setting and mood.	X	X	X	X	X	X	X	X	X
8.7.2	Based on research of a play or story, visualize, draw, and create an environment for the stage. INSPIRE>Litfinder>Essay/Speech/Play Finder	X	X	X	X	X	X	X	X	X
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
8.8.1	Discover the physical tools used for acting Example: Learn the importance of vocal volume in a large space.	X	X	X	X	X	X	X	X	X
8.8.2	Observe and depict human behavior through group improvisation. Example: Students depict a lunchroom scene.	X	X	X	X	X	X	X	X	X
8.8.3	Read plays to understand character development, motivation, and relationships. INSPIRE>Litfinder>Essay/Speech/Play Finder	X	X	X						
	Careers and Community									
	Standard 9: Students recognize a variety of theatrical careers.									
8.9.1	Discover the skills needed to be a director. INSPIRE>Links>Education>Dictionary of Occupational Titles	X	X	X	X	X	X	X	X	X
	Example: Meet a director and discuss his/her work and career.									
8.9.2	Identify a wide variety of professions related to directing: television or film director, stage manager, producer, artistic director. INSPIRE>Links>Education>Dictionary of Occupational Titles	X		X	X		X			
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
8.10.1	Attend a play or musical and write a critique analyzing the audience's response to the production.	X	X	X	X	X	X	X	X	X
	Integrated Studies									
	Standard 11: Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.									
8.11.1	Trace advancements in technology and their impact on the theatre. Example: Students discuss how the invention of electric light affected the theatre.	X	X	X	X	X	X	X	X	X
8.11.2	Analyze the ways theatre responds to social changes and cycles. Example: Students analyze local demographic data to better understand their potential theatre audience.	X	X	X	X		X	X	X	X
	Standard 12: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. INSPIRE>Links>Art & Music>Musicals 101									
8.12.1	Summarize and critique the integrated use of the arts in recorded or live theatre performances.	X	X	X	X		X	X	X	X

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	Grades 9 – 12									
	History and Culture									
	Standard 1: <i>Students understand the significance of theatre and its relationship to history and cultures.</i>									
H.1.1	PROFICIENT: Discover how our individual cultural experiences affect an artist's work in the theatre.	X	X	X	X	X	X	X	X	X
	ADVANCED: Analyze the ways our individual cultural experiences impact our work in the theatre.	X	X	X	X		X	X	X	X
H.1.2	PROFICIENT: Compare how similar dramatic themes are treated from various cultures and periods.	X	X	X	X		X	X	X	X
	ADVANCED: Create informal performances which reveal universal, cross-cultural issues and themes.	X	X	X	X	X	X	X	X	X
	Standard 2: <i>Students recognize significant works of the theatre and comprehend various performance styles .</i>									
H.2.1	PROFICIENT: Identify various dramatic forms, production practices, and theatrical traditions.	X		X	X		X			
	ADVANCED: Adapt various dramatic forms, production practices, and theatrical traditions across cultures and historical periods to contemporary theatre.	X	X	X	X	X	X	X	X	X
	Analysis and Response									
	Standard 3: <i>Students understand and analyze the dramatic structure of plays and performances.</i>									
H.3.1	PROFICIENT: Articulate understanding of a play using elements of dramatic structure (plot, character, theme, language, music, and spectacle).	X	X	X	X	X	X	X	X	X
	ADVANCED: Differentiate dramatic works in terms of their form and style, such as Greek Tragedy, French Neoclassical, Theatre of the Absurd and others.	X	X	X	X		X	X	X	X
H.3.2	PROFICIENT: Analyze the central action of the play and discuss its cause and effect.	X	X	X	X		X	X	X	X
	ADVANCED: Analyze the way in which the theme or meaning of a play represents a view or comment on life, using textual evidence to support the claim.	X	X	X	X		X	X	X	X
	Standard 4: <i>Students identify, develop, and apply criteria to make informed judgments about theatre.</i>									
H.4.1	PROFICIENT: Evaluate how well the text or production met its intended objectives.	X	X	X	X		X	X	X	X
	Example: A student, accustomed to action-filled stories, understands that <i>Waiting for Godot</i> is a play that deemphasizes action and focuses on characters.									
	ADVANCED: Evaluate how well the text or production succeeded based on a developed set of personal aesthetic criteria.	X	X	X	X	X	X	X	X	X
H.4.2	PROFICIENT: Evaluate the artistic choices of self and the collaborative efforts of peers in classroom dramatizations and formal productions and suggest constructive alternatives.	X	X	X	X		X	X	X	X
	ADVANCED: Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to realize further development of the work.	X	X	X	X	X	X	X	X	X

	Standard 5: Students reflect on and interpret the nature of the theatre experience and its personal and artistic significance. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
H.5.1	PROFICIENT: Construct social meanings from classroom dramatizations and formal productions from a variety of cultures and historical periods and relate these to current personal, national, and international issues.	X	X	X	X	X	X	X	X	X
	ADVANCED: Support emotional and intellectual responses to a variety of classroom, traditional, and non-traditional performances and articulate an individual point of view.	X	X	X	X	X	X	X	X	X
	Example: (from Todd London) How does the play use the theatre? How does it live in time and space? How does it fit in a body of work? What does it say about the world? How does it say what it says? How does it work (as opposed to “does it work?”) How does our personal experience of it change as it unfolds? What’s strange about it? What’s familiar? What’s the relationship between the strangeness and familiarity? What is it?									
	Creative Process									
	Standard 6: Students create scripts and theatre pieces through collaboration, inquiry, and improvisation.									
H.6.1	PROFICIENT: Construct imaginative scripts and collaborate with actors to refine scripts so that the story and meaning are conveyed to an audience.	X	X	X	X	X	X	X	X	X
	Example: Write a monologue based on a conflict with a friend, a current newspaper article, or an additional scene in which Othello is allowed to confront Iago about his role in Desdemona’s death. INSPIRE>Indiana Links>Media>Indiana Online Newspapers									
	ADVANCED: Synthesizing research of a given period or historical event, create an original monologue or script that includes original characters with unique dialogue that motivates action.	X	X	X	X	X	X	X	X	X
	Standard 7: Students utilize imagination and research to design and implement the elements of a visual environment. INSPIRE>Litfinder>Essay/Speech/Play Finder									
H.7.1	PROFICIENT: respond to an existing play and translate that response into viable design elements (lights, sound, set, costume, makeup)	X	X	X	X	X	X	X	X	X
	ADVANCED: formulate a design concept from an existing play that reflects an apt interpretation of its text, style, and atmosphere	X	X	X	X	X	X	X	X	X
	Example: A student may read a play, research the time period, and find pictures that reflect the mood and style of the play. Another student might build a model of his or her design or create a production book to include other design elements.									
	Standard 8: Students develop acting skills through observation, improvisation, and script analysis. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana									
H.8.1	PROFICIENT: recognize and develop the voice and body as the actor’s primary instruments.	X	X	X	X	X	X	X	X	X
	Example: Students practice tongue twisters and physical warm-ups.									
	ADVANCED: convey character through specific physical and vocal choices	X	X	X	X	X	X	X	X	X
H.8.2	PROFICIENT: analyze a script to discover the clues about inner life of a character.	X	X	X	X		X	X	X	X
	Example: Students count the number of times Hamlet uses the word “father.”									
	ADVANCED: employ a careful process of script analysis in the creation of a character.	X	X	X	X		X	X	X	X
	Example: Students apply Stanislavski’s system of role analysis.									
H.8.3	PROFICIENT: Utilize observation as a tool in the process of creating a character.	X	X	X	X	X	X	X	X	X
	Example: Students visit a nursing home to observe the traits and characteristics of elderly people. Students visit a zoo to observe the ways various animals move. Students view live and recorded performances to observe other actors’ work.									
	ADVANCED: Create a character by combining, modifying, or adapting various observations.	X	X	X	X	X	X	X	X	X
H.8.4	PROFICIENT: Build characters and portray situations through improvisation.	X	X	X	X	X	X	X	X	X
	ADVANCED: Improvise a sustainable, original scene with believable characters in recognizable situations.	X	X	X	X	X	X	X	X	X

	Careers and Community								
	Standard 9: Students recognize a variety of theatrical careers. INSPIRE>Links>Education>Dictionary of Occupational Titles								
H.9.1	PROFICIENT: Identify connections between theatre arts education and potential job opportunities in the community.	X	X	X	X		X		
	ADVANCED: Document and create a theatre arts career plan based on a portfolio and investigation of educational possibilities.	X	X	X	X	X	X	X	X
H.9.2	PROFICIENT: Identify criteria for admission into various theatre-related professions.	X		X	X		X		
	ADVANCED: Develop a plan for employment or further education through audition, interview, or presentation of a portfolio	X	X	X	X	X	X	X	X
	Standard 10: Students develop a lifelong commitment to theatre arts and value their importance in the life of the community. INSPIRE>Indiana Links>Entertainment>Arts & Entertainment in Indiana								
H.10.1	PROFICIENT: Attend and critique theatrical productions and analyze the effects of these experiences.	X	X	X	X		X	X	X
	ADVANCED: Attend and critique theatrical productions and analyze the effects of these experiences on one's individual growth and critical aesthetic.	X	X	X	X	X	X	X	X
H.10.2	PROFICIENT: Recognize the responsibilities and the importance of individual theatre patrons in the community.	X		X	X		X		
	ADVANCED: Identify service opportunities for supporting theatre in the community and become actively involved.	X	X	X	X	X	X	X	X
	Integrated Studies								
	Standard 11: Students identify and make connections between theatre and other disciplines such as language arts, social studies, humanities, science, and technology.								
H.11.1	PROFICIENT: Compare characteristics of theatre within a particular historical period or style with similar ideas, issues, or themes in other disciplines.	X	X	X	X		X	X	X
	ADVANCED: Associate the creative and analytical principles and techniques of theatre with other disciplines.	X	X	X	X		X	X	X
H.11.2	PROFICIENT: Create works (scenes, debates, critiques, or journals) that demonstrate knowledge of other disciplines through theatre activities.	X	X	X	X	X	X	X	X
	ADVANCED: Integrate disciplines to create works (scenes, debates, critiques, or journals) that persuasively communicate in-depth knowledge and understanding of a concept.	X	X	X	X	X	X	X	X
	Standard 12: Students understand the integrative nature of theatre that includes dance, music, visual art, and media arts. INSPIRE>Links>Art & Music>Musicals 101								
H.12.1	PROFICIENT: Compare the materials, technologies, media, and processes of theatre with those of dance, music, or visual arts.	X	X	X	X		X	X	X
	ADVANCED: Synthesize the creative and analytical principles, themes, and techniques of theatre and other art forms.	X	X	X	X	X	X	X	X
H.12.2	PROFICIENT: Create works that integrate media, processes, and concepts of other art forms.	X	X	X	X	X	X	X	X
	ADVANCED: Create works that integrate media, processes, and concepts of other art forms to persuasively convey comprehensive knowledge gained through integration.	X	X	X	X	X	X	X	X